

Delivering BASICS
Alcohol eCHECKUP TO GO
Practitioner Workshop

Transylvania University
August 17, 2011

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Today's Agenda

1. Overview of BASICS
2. Putting it all together: BASICS Delivery
3. Conducting the BASICS Session 1
4. Conducting the BASICS Session 2



Topic 1

Overview of BASICS

High-Risk Drinkers (HRD) Project

Alcohol Skills Training Program
(ASTP)



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A Call to Action

Changing the Culture of Drinking at U.S. Colleges


<http://www.collegedrinkingprevention.gov>

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Tier 1: Effective with College Students

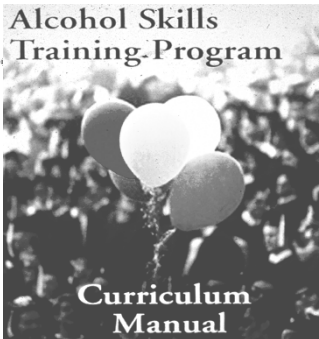


Combining motivational enhancement with norms clarification and cognitive-behavioral skills training (ASTP)*

Brief Motivational Enhancement (BASICS)*

**In the Report, ASTP and BASICS are described as prevention programs that incorporate these elements*



Alcohol Skills Training Program (ASTP) Science-Based Individual Prevention

1. Evidence-Based: Derived from behavioral science research on college student drinking: Emotions (Anxiety/Anger), Social Factors (Peer Pressure/Norms), Positive Outcome Expectancies
2. Empirically Supported - Rigorous RCT outcome research
3. Effective with College Students - Reduces drinking & harm
4. "Best Practice" in College Alcohol Abuse Prevention
 - ✓ ASTP (CHOICES) and BASICS are NIAAA Tier 1 Programs
 - ✓ BASICS is on SAMHSA's NREPP List (National Registry of Evidence-based Programs and Practices)

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ASTP Core Components

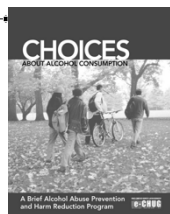
1. Establishing Rapport by "Meeting Students Where They Are"
2. Assessment of Alcohol Use: Standard Drink, Drinking Q/F
3. Accurate Information about alcohol: Absorption and Oxidation
4. Blood Alcohol Concentration (BAC) and its Effects
5. Understanding Tolerance and the Bi-Phasic Effect
6. Self-Monitoring of Drinking and Estimation of Personal BAC
7. Feedback About Drinking including Normative Comparison
8. Recognizing and Modifying Positive Alcohol "Expectancies"
9. Strategies to Abstain from Drinking or when Drinking, to Stay Below the "Point of Diminishing Returns"
10. Personal Goals, Wrap-Up, Student Feedback, Next Steps

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CHOICES (ASTP) Program Components

Core Components

- Student Interactive Journal
- Facilitator Guide
- Facilitation Summary



Optional Components

- Customized Student Journal: *Ohio State University, North Dakota Colleges, Sigma Chi, Baylor University, Texas Tech University, University of Michigan*
- Customized Facilitator Guide
- Supporting Environmental Campaign Materials
- Implementation Training

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Alcohol Skills Training Program (ASTP) & BASICS Research Summary

1. **ASTP Study 1:** Eight-session, 2 hour ASTP class reduced drinking and peak BAC more than Alcohol Information School (AIS).
2. **ASTP Study 2:** Six-session, 90" ASTP class reduced drinking and peak BAC almost as much as the eight-session version.
3. **ASTP Study 2:** Students who completed a self-help workbook had results comparable to the class (40% did 5 or 6 modules).
4. **ASTP Study 2:** A Brief Motivational Intervention (BASICS) of two 50-minute one-on-one sessions reduced drinking and peak BAC comparable to the classroom ASTP.
5. **BASICS Study:** BASICS reduced drinking, peak BAC and alcohol-related harm significantly more than a control group over 4 years. A comparison of individual results showed clinical significance.

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BASICS Research & Development

BASICS was designed by researchers at the University of Washington led by Alan Marlatt to provide colleges and universities with a flexible, affordable and user friendly individual alcohol abuse prevention program that effectively reduces hazardous drinking and its harmful effects in college students.

(Note: BASICS is **indicated** prevention)

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BASICS Prevention Program

1. For college students ages 17-24
2. With alcohol abuse, but not severe dependence
3. Based on empirically-supported approaches to the prevention and treatment of alcohol abuse
4. Focuses on personal risk factors related to successful alcohol treatment
5. Using pragmatic strategies shown to reduce drinking and alcohol-related negative consequences

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Topic 2

Delivering BASICS

Brief
Alcohol
Screening and
Intervention for
College
Students

A Harm Reduction Approach

Linda A. Dimeff
John S. Baer
Daniel R. Kivlahan
G. Alan Marlatt

Motivational Interviewing Skill
of the BASICS Practitioner

BASICS is a combination of a BMI and
Cognitive-Behavioral Skills Training (ASTP)

The BASICS Practitioners BMI Skill Set includes:

- ◆ Accurately assess a student's stage of change
- ◆ 'Phase' interventions based on motivation
- ◆ Relate to the student within the Spirit of MI
- ◆ Use MI OARS to elicit change talk
- ◆ Use MI Strategies to respond to resistance
- ◆ Apply the FRAMES BMI Components

The Alcohol Knowledge of the BASICS Practitioner

- ✓ Alcohol Metabolism: Absorption & Oxidation/Sobering Up
- ✓ Blood Alcohol Concentration (BAC) and Behavior
- ✓ Alcohol Tolerance as a Risk Factor
- ✓ Self-Monitoring of Drinking
- ✓ Dispelling the “More is Better Myth”: The Biphasic Effect
- ✓ Detrimental Effects of Alcohol on Health & Performance
- ✓ Positive Alcohol Expectancies as a Risk Factor
- ✓ Biopsychosocial Gender Differences
- ✓ Differential Risks and Harms for Men and Women
- ✓ Sexual Assault and Rape Risk and Harm

BASICS Core Components

1. Session One

- ✓ Structured Clinical Interview
- ✓ Self-Monitoring of Drinking
- ✓ Alcohol eCHECKUP TO GO Assessment

2. Session Two:

- ✓ Alcohol eCHECKUP TO GO Profile
- ✓ Stepped-Care Options
- ✓ Screening and Referral

BASICS Session 1 Tasks

1. Establish trust and rapport
2. Review confidentiality and its limits
3. Debrief incident of student code violation, if mandated
4. Orient the student to BASICS
5. Explore drinking history
6. Conduct Timeline FollowBack recent drinking (TLFB-30)
7. Identify student's “stage of change”
8. Explore areas to develop discrepancy
9. Teach student how to use self-monitoring cards
10. Gain commitment to complete e-CHUG on-line assessment

BASICS Session 1 Checklist

- ✓ BASICS Session 1 Delivery Protocol
- ✓ Alcohol eCHECKUP TO GO Assessment
- ✓ Self-Monitoring Cards & Instructions
- ✓ Timeframe 60-90 minutes
(45-60 minutes for the Session 1 interview
and 20-30 minutes for the on-line assessment survey)

BASICS Session 1 Confidentiality and Its Limits

1. Tell student what they share has the same confidentiality protection as medical records
2. Tell student the limits of confidentiality:
 - ✓ Share parental notification policy
 - ✓ Share your state's standard circumstances mandating reporting including (in Washington) 1) Reports of a past or present case of abuse of a vulnerable person, 2) Intent to harm self, & 3) Intent to harm another
 - ✓ Share procedures when confidentiality is breached
3. Solicit questions and comments from student

BASICS Session 1 - Orient to BASICS

BASICS Consists of:

- ✓ Today's session designed for us to get acquainted and to prepare you for the on-line assessment survey that will generate your Drinking Profile
- ✓ Self-Monitoring of any drinking between Sessions
- ✓ Alcohol eCHECKUP TO GO Assessment between Sessions
- ✓ Session 2 to go over the Profile & take stock of your drinking
- ✓ Each interview takes 45 minutes to an hour to complete and the on-line assessment takes about 15-20 minutes.
- ✓ Do you have any questions or comments?

BASICS Session 1

Referral Source and Student Attitude

Referral Source:

- ✓ You will usually know how the student was referred. Nonetheless, ask them to tell you if they are: 1) Self-Referred, 2) Medically Referred, 3) Mandated or 4) ?
- ✓ Discuss the nature of the referral in detail with the student, i.e., "Why are you here?"

Student Attitude:

- ✓ "How do you feel about being here?"
- ✓ "What do you expect BASICS to consist of?"
- ✓ "How do you think things will go?"

BASICS Session 1

Mandated Students *Special Circumstances*

1. Debrief the Incident of Law or Student Code Violation
2. Differentiate yourself from the referring authority in a balanced way
3. Emphasize your role as a your profession/position promoting student health, wellness and safety
4. Explain BASICS ground rules including 1) Attendance, 2) Participation & 3) What is reported to the referring authority
5. Solicit comments and questions from student

BASICS Session 1 – Drinking History

1. Age and circumstances of first use of alcohol
2. Age and circumstances of first drinking to intoxication
3. Pattern of use from first use through high school
4. Patter of use during summer before college
5. Changes in drinking since entering college

BASICS Session 1

Timeline Followback (TLFB-30)


1. In order to get an objective understanding of your pattern of drinking, it is important to determine how often and how much you usually drink.
2. In a minute, I will help you fill out a calendar of your drinking pattern for the last 30-days
3. First it's important to spend a moment talking about how to accurately measure the amount of alcohol in the drinks you consume.

BASICS Session 1

Timeline Followback (TLFB-30)

1. What types of alcoholic beverages do you usually drink?
2. In order to determine how much alcohol you drink, we use a measure called a "standard drink" which always contains 1/2 ounces of pure alcohol regardless of the type of beverage.
3. This chart has a variety of common alcoholic beverages and their standard drink equivalents. (Standard Drink Conversion)
4. Let's see how many standard drinks are in the beverages you usually consume. Now Let's complete the 30-Day Drinking Diary and explore your pattern of drinking.
5. Complete TLFB-30 as described in TLFB User's Guide.

Standard Drink Chart

STANDARD-SIZED DRINK EQUIVALENTS	
APPROXIMATE NUMBER OF STANDARD-SIZED DRINKS IN:	
BEER or COOLER 12 oz. ~5% alcohol • 12 oz. = 1 • 16 oz. = 1.3 • 22 oz. = 2 • 40 oz. = 3.3	
MALT LIQUOR 8-9 oz. ~7% alcohol • 12 oz. = 1.5 • 16 oz. = 2 • 22 oz. = 2.5 • 40 oz. = 4.5	
TABLE WINE 5 oz. ~12% alcohol • a 750 mL (25 oz.) bottle = 5	
80-proof SPIRITS (hard liquor) 1.5 oz. ~40% alcohol • a mixed drink = 1 or more* • a pint (16 oz.) = 11 • a fifth (25 oz.) = 17 • 1.75 L (59 oz.) = 39	

One Standard Drink = .6 oz / 17.7 ml Pure Alcohol – About ½ oz

BASICS Session 1 - Self-Monitoring Cards

1. Identify any obstacles that may interfere with completion of monitoring
2. Discuss problem-solving solutions to these barriers
3. Seek a compromise between not self-monitoring and “ideal” real-time self-monitoring
4. Seek a commitment from the student to complete the assignment as agreed

BASICS Session 1 - Self-Monitoring Cards

Purpose of self-monitoring drinking

1. Increases self-awareness
2. Focuses on context-specific information
3. Provides data on recent drinking pattern
4. Allows calculation of typical and peak BAC for recent drinking using BAC Card
5. Teaches student how to relate level of intoxication to a measure of drinking quantity

BASICS Session 1 Accessing e-CHUG On-line Survey

1. Have student complete on-site or Provide URL for Alcohol eCHECKUP TO GO Assessment
2. Encourage honest and complete answers
3. Suggest doing assessment right away
4. Explore student’s attitude toward doing it
5. Brainstorm and overcome any obstacles
6. Get a verbal commitment

BASICS Session 1
Wrap-Up and Next Meeting

1. Solicit feedback from the student about the session
2. Provide an opportunity for the student to express any comments, concerns or questions
3. Make an appointment for the next meeting

Let's Take a 15 Minute Break

DEMONSTRATION 1
BASICS Session 1

Let's Have Lunch

Topic 3

Delivering BASICS Session 2

BASICS Session 2 Tasks

1. Provide personalized feedback on drinking

2. Share accurate information about alcohol

3. Increase motivation to change

4. Offer harm reduction strategies

5. Screen for alcohol dependence and co-occurring disorders

6. Refer for Stepped-Care as indicated

BASICS Session 2 Preparation

1. Review Case Notes for BASICS Session 1
2. Obtain Student's eCHECKUP TO GO Profile
3. Review Student's eCHECKUP TO GO Profile
4. Think about the Student's Stage of Change, Drinking Pattern, Alcohol-Related Problems, and Areas to Develop Discrepancy
5. Access Personalized Blood Alcohol (BAC) Card
6. Prepare Handouts, Referral and Other Resources

BASICS Session 2 Guidelines for Giving Feedback

1. Take a pragmatic and realistic stance
2. Avoid "shoulds" and other demands
3. Remember that motivation and insight are not always required for behavior change to occur
4. Treat the student as a collaborator in a process of exploration, discovery, and problem-solving
5. Give feedback in very small portions, discuss it with the student, then go on to next item

Beginning BASICS Session 2 Reviewing Self-Monitoring Assignment

1. Acknowledges student effort between sessions
2. A relatively "safe" task which is structured and allows for reestablishing rapport
3. Sit side-by-side and review cards together
4. Debrief the experience of self-monitoring drinking before mining for clinical material:

"What was self-monitoring your drinking like for you?"

"What did you notice most?" "Were there any surprises?"

BASICS Session 2

Reviewing Self-Monitoring Cards

1. Take a collaborative and investigative stance
2. Explore number of drinking days and the student's typical and peak drinking quantity per occasion
3. Give the student their personalized "BAC Card" and teach them to calculate typical and peak BAC from the self-monitoring data
4. Reintroduce "standard drink" measure and the relationship between BAC and behavior, possibly tolerance?
5. Be careful not to lapse into "lecture mode" or take too much time with this section

BASICS Session 2

The eCHECKUP TO GO Drinking Profile

1. Transition from the self-monitoring cards and give the student his or her eCHECKUP TO GO Profile
2. Orient the student to the eCHECKUP TO GO Profile
3. Note it was created from the student's on-line survey data
4. Ask permission review eCHECKUP TO GO Profile
5. Note that you will pause after every section for questions and discussion.
6. Begin with "Drinking Pattern" and move through the eCHECKUP TO GO Profile section by section

BASICS Feedback Session

Clinical Guidelines for Giving Feedback and Advice

BASICS Clinical Guidelines – Topic 1 Feedback on Student's Drinking Pattern

The purpose of giving quantity/frequency feedback is to increase awareness of drinking patterns and consequences.

1. Begin by going over the "Drinking Pattern" section of the eCHECKUP TO GO Profile
2. Present "Standard Drinks per Month", then solicit student reactions, discuss, and give advice, if warranted
3. Present "Standard Drinks in Typical Week", then solicit student reactions, discuss, and give advice, if warranted

BASICS Clinical Guidelines – Topic 2 Feedback on Comparison of Drinking

Purpose feedback comparing student drinking to Adult Men/Women is to challenge normative beliefs

1. Go over the "How do you compare to U.S. Men/Women" section of the e-CHUG Drinking Profile then solicit student reactions, discuss, and give advice, if warranted
2. Present your local college men/women data if you have it, then solicit student reactions, discuss, and give advice, if warranted

BASICS Clinical Guidelines -Topic 3 Feedback on Typical & Peak BAC

1. Have student estimate Typical and Peak BAC using their personalized BAC Card
2. Present Graph showing Typical Weekly Peak and Highest Reported Peak BAC
3. Discuss, compare and contrast Weekly and Highest BAC
4. Go over BAC Thermometer and compare with student's level of intoxication
5. Notice and discuss Tolerance, if present

BASICS Clinical Guidelines – Topic 4 Feedback on Sobering Up

1. Ask student what they and their friends do to “Sober Up” when someone is too drunk.
2. Inform student only time sober you up at rate of a bit less than one standard drink per hour
3. Present Typical BAC and hours to sober up. Solicit student reactions, discuss, and give advice, if warranted.
4. Present Peak BAC and hours to sober up. Solicit student reactions, discuss, and give advice, if warranted.

BASICS Clinical Guidelines – Topic 5 Feedback on Cost of Alcohol per Year

The purpose of giving cost feedback is to increase awareness of spending and alternatives.

1. Go over the “Cost to You” section of eCHECKUP TO GO Profile then solicit student reactions, discuss, and give advice, if warranted
2. Present other spending options, then solicit student reactions, discuss, and give advice, if warranted

BASICS Clinical Guidelines- Topic 6 Feedback on Calories Consumed per Month

1. One standard drink contains 100-140 calories, based on the number of drinks you consume, we estimated how many calories you are getting from alcohol in a month.
2. The total works out to be ____ calories or ____ Cheeseburgers per month and you have to run for ____ hours & ____ minutes to burn them off.
3. Solicit student reactions, discuss, and give advice, if warranted

When talking about calories, the practitioner should keep in mind the prevalence of eating disorders among college students and come back to this at the end of the session with a referral to appropriate services, especially the student is not eating or purging to compensate for calories consumed by drinking.

BASICS Clinical Guidelines – Topic 7 Feedback on Personal Risk Factors

Aim is to help students link past unwanted events and other problematic behaviors to heavy drinking

1. Briefly present “Risk Score” = AUDIT Total Score
2. Know AUDIT items from eCHECKUP TO GO Input Summary and their contribution the Risk Score
3. Give “Tolerance Level” and discuss tolerance.
4. Good opportunity to develop discrepancy

BASICS Clinical Guidelines – Topic 7 Feedback on Family History

1. To alert students to their risk of developing alcohol problems due to genetic predisposition
2. Positive family history is not deterministic
3. Neither necessarily immune from developing alcohol problems nor necessarily destined to develop them
4. Also allows for discussion of the impact of parental alcohol or drug abuse on the student
5. Give “Family History Risk Level”, discuss who had/has problems and impact on student in youth and now
6. Review age began drinking and link to risk of alcohol dependence

BASICS Clinical Guidelines – Topic 8 Drinking and Driving

Aim is to help students help student assess risk

1. Present Drinking and Driving Frequency, discuss impact and implications with student.
2. Present Drinking and Riding Frequency, discuss impact and implications with student.
3. Wrap up discussion of risk with summary statement and solicit student reactions and conclusions.

BASICS Clinical Guidelines – Topic 9 Feedback on Estimates of Drinking & MJ

Purpose feedback on estimates of student drinking to MJ use is to challenge normative beliefs

1. Go over the "Percent of U.S. College Men/Women who Drink more than you", "Estimate of % of students who have 2 or less drinks vs. reality", "Estimate of % of students who abstain vs. reality" and "Estimate of % of students who use marijuana past month vs. reality" sections of the e-CHUG Drinking Profile
2. After each item, solicit student reactions, discuss, and give advice, if warranted

BASICS Clinical Guidelines – Topic 10 Feedback on Student's Tobacco Uses

Purpose of giving Tobacco Use feedback is to increase awareness of quantity and consequences.

1. Begin by going over number of cigarettes per month, years smoking and number of cigarettes lifetime
2. Solicit student reactions, discuss, and give advice, if warranted

BASICS Clinical Guidelines – Topic 11 Feedback on My Goals and Aspirations

Purpose of feedback on goals and aspirations is to develop discrepancy and being change planning.

1. Health & Fitness: Important goals, lifestyle change
2. Relationships: Important goals, lifestyle change
3. Career & Life Goals: Important goals, lifestyle change
4. Self-Esteem: Important goals, lifestyle change

BASICS Clinical Guidelines - Topic 12

Making a Change

1. Present Importance and Confidence as key aspects in Motivation
2. Guide student through rating Importance and Confidence Rulers
3. Process each rating using Scaling Techniques
4. Ask for new ratings on each scale, mark number
5. Discuss using MI OARS

BASICS Session 2 Next Steps?

Giving Advice to Moderate Drinking

Key components of moderation training include:

1. Deciding what one wants from drinking
2. Setting limits
3. Monitoring consumption and counting standard drinks
4. Change how and what one drinks
5. Coping more effectively with high risk situations for heavy drinking

BASICS Session 1

How to Moderate Your Drinking

1. Drink beer rather than more potent drinks
2. Slow down the pace of drinking
3. Space drinks further apart
4. Alternate nonalcoholic and alcoholic drinks
5. Don't play drinking games or "prefunc"
6. Learn to refuse drinks when they are offered
7. Monitor the # standard drinks per hour and stay below the "point of diminishing returns"

BASICS Session 2

Guidelines for Abstinence Goal



1. The student is experiencing moderate to severe alcohol dependence
2. The student has been unsuccessful in moderating use
3. The student is pregnant or has reason to believe she is pregnant
4. The student has been previously told by a physician to cut down or stop drinking
5. The student currently has a medical condition that is exacerbated by alcohol

BASICS Session 2

Making Referrals



1. Referral may be necessary for students with moderate to severe alcohol dependence or with co-occurring mental disorders or other disorders
2. Most common referrals are to mental health professionals and substance abuse treatment
3. Rapport is a key factor in successful referrals
4. Know your on and off campus resources
5. Be of assistance in making the first contact

Let's Take a 15 Minute Break





DEMONSTRATION 2

BASICS Session 2: Feedback



DEMONSTRATION 2

BASICS Session 2: Feedback



DEMONSTRATION 2

BASICS Session 2: Feedback

BASICS Implementation

Your Readiness and Action Plans

1. Rate your "readiness" to deliver BASICS using the scale below?
Not Ready- 1 2 3 4 5 6 7 8 9 10 -Ready to Go
2. What questions and concerns do you have about delivering BASICS on your campus?
3. How will you address your questions and concerns about delivering BASICS on your campus?
4. What plans do you have for further study and practice of BASICS delivery and campus implementation?
5. How can you and your colleagues create an environment that supports delivering BASICS on your campus?

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Father Guido Sarducci

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